

SBAC Fourth Grade Independent Informational Performance Task

Task Overview and Teacher Directions:

Title: Westward Movement

Part 1

Before writing an article for the explorer club, students will be introduced to the topic through reading two sources and watching a video. The first source is an informational article on the reasons why the various people headed west. The second source is article about pioneers traveling west on the Oregon Trail. The last source is a video about groups of people that travel west. Students should have access to the sources throughout the performance task. After reading, and watching the video students will then respond individually to selected-response and constructed-response questions that address the research skills of analyzing information. Students are not allowed to change their answers once Part 1 is finished.

Part 2

Finally, students will work individually to write an article that is several paragraphs. The article needs to explain why groups of people traveled west, the costs and benefits of their decision, and the affects the geographic features had on their travel. Students may also refer to their notes, answers to their questions, or sources as needed. They cannot change their answers to the three reading questions they answered in Part 1. Drafting and revising will be involved.

Scorable Products: Student responses to the selected-response and constructed-response questions in part 1 and the article in part 2 will be scored.

Teacher preparation/Resource requirements: The teacher should ensure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check but not to grammar check.

Estimated Time: 90-105 Minutes

Scoring Information

CR #1

Sample Generic 2-point Research (Grades 3-5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none">The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	<ul style="list-style-type: none">The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

Scoring Notes:

Responses may include but are not limited to:

Oregon or Bust

- A. If settlers left too early in the spring, there would be not yet enough grass on the prairie to feed the livestock
- B. If they left too late in the spring, they risked being trapped in winter snows in the Cascade Mountains near the end of the trip.
- C. It took them 6 months to make the 2200- mile journey
- D. In some places, the grass was so tall, men had to stand on the backs of horses or oxen to see ahead.
- E. At the 650 miles mark, the emigrants reached Fort Laramie and were ready to begin their climb into the Rocky Mountains where they would face hot summers days sprinkled with summer thunderstorms and hailstorms followed by cold mountain nights.
- F. During some of the thunderstorms, it was necessary to chain the wagons together so they wouldn't blow away.
- G. After South Pass, the travelers headed northwest into the unrelenting sun of the dry, dusty desert country until reaching Fort Hall, which was the 1200-mile marker.
- H. They continued northwest along the rugged, rock ledges in the canyon of Snake River making a grueling climb over the Blue Mountains.
- I. At times the wall was so steep and slippery that keeping the wagons and oxen from sliding downhill off the path was a challenge. The settlers tied big logs on the back of the wagons to act as breaks.
- K. They also often encountered snow banks in the Cascade Mountains.
- L. Most people walked the entire trail. The caravan traveled 12-15 miles a day.

Elbow Room

- A. Lewis and Clark prepared for good times and bad times
- B. There were plenty of fights
- C. They got there by any way they could trampling down the wilderness

Sample 2-point Response:

In the article Oregon or Bust some of the difficulties the pioneers overcame was hiking up the grueling Blue Mountains and taking apart their wagons to be hauled up one side and then lowered inch by inch on the other side because the path was so steep.

The Elbow Room says there were plenty of fights and Lewis and Clark had to prepare for bad times.

Selected Response Question Answer Key

2. Which source or sources discussed the geographical features?
 - A. Oregon or Bust**
 - B. Reasons for Migrating West
 - C. Elbow and Reasons for Migrating West
 - D. Elbow Room, Oregon or Bust, and Reasons for Migrating West

3. Which answers show information that was presented in the sources on the reasons people traveled west? Select **all** the apply
 - A. People traveled west to explore.
 - B. People traveled west for new land.**
 - C. People traveled west to escape slavery.**
 - D. People traveled west searching for gold.**

Expository Writing - Scoring Rubric
Third, Fourth, and Fifth Grades

COS - Content, Organization, and Style

Points	Description
4	<ul style="list-style-type: none"> • Ideas are clear and focused on the prompt (within sentences and paragraphs) • Ample details that support ideas (descriptions, examples, experiences, and explanations) • Organized (introduction, body, and conclusion which groups similar ideas) • Transition words and phrases clearly connect ideas • Sentence length and structure is varied • Precise vocabulary (nouns, adjectives, adverbs, and verbs) • Allows a reader to sense the person behind the words
3	<ul style="list-style-type: none"> • Ideas are clear and focused on the prompt but may contain some lapses • Adequate details that support ideas (descriptions, examples, experiences, and explanations) • Organized (groups similar ideas; but may have minor lapses or be missing introduction or conclusion) • Transitions adequately connect ideas • Sentence length and structure is somewhat varied • General or common vocabulary (nouns, adjectives, adverbs, and verbs) • Allows a reader some sense of the person behind the words
2	<ul style="list-style-type: none"> • Ideas may be loosely related • Attempts to support ideas with details (may be loosely related) • Attempts to organize with little sense of wholeness • Weak transitions which attempt to connect ideas • Variety of sentence length and structure is limited • Limited and predictable vocabulary (nouns, adjectives, adverbs, and verbs) • Allows a reader little sense of the person behind the words
1	<ul style="list-style-type: none"> • Ideas loosely related • Little or no supporting details • Little evidence of organization • Poor or no use of transitions • Little or no variety of sentence length and structure • Limited vocabulary (nouns, adjectives, adverbs, and verbs) • Allows a reader little or no sense of the person behind the words
0	Response is "I don't know", a question mark, one word, only the title of the prompt or the prompt is recopied

Expository Writing - Scoring Rubric
Third, Fourth, and Fifth Grades

CON - Conventions

Points	Description
2 consistently correct, but not perfect	<ul style="list-style-type: none">• Correctly uses capitals and punctuation• Uses correct subject-verb agreement• High frequency and grade level words spelled correctly• Uses complete sentences except where phrases are purposely used for effect
1 generally follows the rules	<ul style="list-style-type: none">• Generally uses capitals and punctuation correctly• Generally uses correct subject-verb agreement• Usually spells high frequency and grade level words correctly• Generally uses complete sentences except where phrases are purposely used for effect
0 rarely follows the rules	<ul style="list-style-type: none">• Rarely uses capitals and punctuation correctly• Rarely uses correct subject-verb agreement• Rarely spells high frequency and grade level words correctly• Rarely uses complete sentences